
Strategic Plan of the Division of Early Childhood Development



2006 - 2009

*Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201
410.767.0335 (ph) 410.333.6226 (fax)*

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For more information about the contents of this document, contact 410.767.0335.

Glossary

CACFP	Child and Adult Care Food Program is a federally funded program administered by MSDE.
Compliance History	Record of child care program's compliance with state licensing regulations.
Consolidated Licensure	Consolidation of child care licensing, issuance of certificate and approval, and program accreditation within DECD as of July 1, 2007. Provides for streamlined licensing and monitoring functions.
Core of Knowledge	Predetermined training outcomes which defines the required skills and knowledge for child care providers.
Credentialing Program	Voluntary career ladder system for child care workers who receive incentives for improving their educational qualifications through training, college credits, and professional activities.
ECE	Early Childhood Education
Enhancement Grants	Judith P. Hoyer Enhancement Grants for Private Providers are targeted to child care and Head Start programs to pursue and obtain national or state program accreditation.
Inclusive Child and School-Age Care	Provision of services for children with disabilities and special health care needs, including medical interventions within inclusive settings.
Leadership in Action	Program to improve the leadership skills by using the Results Based Accountability approach of collaboration among early childhood partners. Programs are being established at the county levels.
Maryland Model for School Readiness	Defines the framework and standards of what young children should know and be able to do. Incorporates professional development on research-based practices in early childhood education in terms of instruction, assessment, family communication, and continuity of education from birth to grade 12 for the purpose of promoting school readiness for all children.
MOU	Memorandum of Understanding
OCC	Office of Child Care (within the Division of Early Childhood Development)
POC Study Group	Workgroup, comprised of representation by the Department of Human Resources (DHR) and MSDE which was legislatively required to submit to the Governor recommendations regarding the state's Purchase of Care (POC) program, providing child care subsidies to low income families.
Resource and Referral	Provision of services to families inquiring about quality child care.
Results Based Accountability	Results-oriented and strategic program improvement process.
Tiered Reimbursement	Incentive program to increase child care subsidy funds for child care programs meeting specific quality standards or criteria.

The Division of Early Childhood Development will provide leadership in promoting readiness for school and life for all children, including those with special needs and disabilities. The Division will develop a high quality early care and education system statewide which provides safe, healthy, nurturing, culturally sensitive, and cognitively stimulating environments for all children who receive early childhood education and school-age child care. The Division will strive toward continued improvement and accountability and promote the continuum of learning by establishing early care and education as the foundation for school success.

MSDE Strategic Objective 1.3: By 2008-09 75% of all children will enter kindergarten ready to learn.

PILLAR ONE

Programs, Regulations and Standards

- Licensing of child and school age care
- Health and safety standards
- Public pre-kindergarten and Kindergarten
- Head Start
- MSDE Accreditation
- Judy Centers
- Family Support Centers
- Maryland Model for School Readiness
- Nursery school approval
- Inclusive Child and School Age Care

PILLAR TWO

Career and Professional Development

- Licensing Staff Requirements
- Credentialing Program
- MMSR Professional Development
- The Maryland Early Childhood Professional Development Fund
- Quality Improvement (i.e., Tiered Reimbursement, Judy Centers Enhancement Grants)

PILLAR THREE

Public Relations and Outreach

- Communication
 - Newsletters
 - Web-site
- Families
 - Resource and Referral
 - Family support centers
- Sustainable funding
 - Subsidy
 - Corporate and business partnerships
- Recruitment and retention of early childhood professionals

- Safe, healthy, effective quality care and education system for children.
- Alignment of curriculum, instruction and assessment for all early care and education programs.
- Career and professional development for professionals in early care and education and school age child care, including leadership capacity within the Division.
- Affordable and accessible early and school age care for families with young children.
- Sustainable funding and financing system for public and private providers of early care and education.
- Results-based accountability and leadership system for early care and education and school age child care.
- Partnerships with communities, agencies, providers of services and families to support school readiness.

The mission, objectives and strategies of the Division of Early Childhood Development are built on and support the following:

Existing infrastructure of early care and education programs and in addition:

- Implementation of the recommendations made by the:
 - POC Study Group
 - Child Safety Workgroup
 - Inclusive Child Care Task Force
 - Embedded in all training as appropriate: Inclusion, ADA, special needs, mental health, cultural sensitivity and diversity.
- The Judith P. Hoyer Early Childhood Curriculum Project.
- Principles of Healthy Child Care America that support and promote healthy early care and education environments.
- Alignment with the content of all professional development regarding curricular frameworks and outcomes, e.g., Maryland Model for School Readiness/Voluntary State Curriculum, Healthy Growth and Development for Children Birth through Age Three, Early Childhood Accountability System for children with disabilities from birth-age five.
- Maryland Model for School Readiness (MMSR) professional development for public schools, child care and Head Start
- Establishment of the Maryland Early Childhood Career and Professional Development Fund.
- The Early Care and Education Committee's goals and objectives identified in the 5-year action agenda.

Pillar 1 – Programs, Regulations, and Standards

Objectives:

By July 2008, increase the number of spaces for quality child care that are available and meet the needs of all children and families.

By July 2009, improve the school readiness skills of all children entering kindergarten in school year 2008-09

By July 2009, reduce significantly the skills gap for minority children, males, English-language learners, children with disabilities, and children from economically disadvantaged backgrounds from the 2006-07 baseline.

By July 2009, improve the child and school age care environment in terms of safety, health, and learning for children, birth to age 21, including children with disabilities and medical needs, enrolled in child or school-age care.

Benchmark	Action Steps
1. By the end of each fiscal year increase the number of regulated child care facilities for the purpose of increasing the number of child care spaces.	<ul style="list-style-type: none">• Identify the number of facilities and spaces available.• Conduct a baseline review to identify existing facilities and slots to determine need for additional facilities and spaces.<ul style="list-style-type: none">○ Collect demographic data from regional and state resources to conduct data analysis of child care needs throughout the State of Maryland○ Conduct assessment of child care needs in Maryland and compile report.• Organize orientation materials to make them more informative• Develop an orientation kit (e.g. slides, examples of sample equipment and supplies)• Develop an evaluation to follow-up of provider candidates and select effective strategies for recruitment.• Develop a pre-licensing technical assistance visit conducted by the resource and referral offices or others that have received training.• Develop individualized regional plans to target underserved areas and populations based on the data collected and assessment of need.

Benchmark	Action Steps
<p>2. By July 2009, improve the school readiness skills for children enrolled in child care centers and family child care by 10% and 16%, respectively, above the 2005-06 baseline.</p>	<ul style="list-style-type: none"> • Increase the qualifications of child care providers through the Maryland Credentialing Program and access to the Maryland Early Childhood Career and Professional Development Fund (MECCPDF) • Align the child care curricula with the MMSR/VSC (4-year olds) and the <i>Guidelines for Healthy Child Development and Care of Young Children</i> (Birth through age 3). • Work collaboratively with the Division of Special Education/ Early Intervention Services (DSE/EIS) to address the needs of children with disabilities. • Establish and expand the early childhood mental health consultation projects to support appropriate social and emotional development of young children and reduce the expulsion rate of young children from early childhood programs. • By July 2007, establish the requirement that any child care programs applying for a DECD grant must adopt one of the state endorsed early childhood curricula. • By July 2008, increase by 50% the number of accredited child care programs above the 2005 baseline • By July 2009, increase by 100% the number of accredited child care programs above 2005 baseline • By July 2009, increase by 100% the number of child care providers participating in MMSR Professional Development

Benchmark	Action Steps
<p>3. By July 2009, improve the school readiness skills of Head Start children by 16% above the 2005-06 baseline.</p>	<ul style="list-style-type: none"> • Expand summer enrichment programs for Head Start participants through Head Start or local school systems using State Supplemental and Child Care Subsidy Funds. • Increase the qualifications of Head Start teachers through the Maryland Credentialing Program and access to the Maryland Early Childhood Career and Professional Development Fund (MECCPDF). • Implement the existing MOU's between local Infants and Toddlers Programs, local schools systems, and local Head Start Programs. • Coordinate implementation of plan to increase access to inclusive child care with the Division of Special Education/ Early Intervention Services (DSE/EIS). • Align the local Head Start curricula with the <i>MMSR/VSC</i> (4-year olds) and the <i>Guidelines for Healthy Child Development and Care of Young Children</i> (Birth through Age 3). • By July 2007, establish as a requirement that any Head Start program applying for a DECD grant must adopt one of the state endorsed early childhood curricula. • By July 2008, increase by 50% the number of accredited Head Start programs above the 2005 baseline. • By July 2009, increase by 100% the number of Head Start teachers participating in MMSR Professional Development. • By July 2009, all Head Start programs will pursue or complete national or state program accreditation. • Provide training to Head Start directors and policy councils on Results Based Accountability (RBA).
Benchmark	Action Steps
<p>4. By July 2009, maintain the school readiness skills for nursery school children.</p>	<ul style="list-style-type: none"> • Maintain and increase the number of nursery school teachers with qualifications in accordance with COMAR 13A.14.02. • Expand collaboration between nursery programs, child care, Head Start, and prekindergarten programs. • Work collaboratively with the Division of Special Education/ Early Intervention Services (DSE/EIS) to address the needs of children with disabilities. • Increase the number of accredited nursery programs. <ul style="list-style-type: none"> ○ Increase the qualifications of child care providers through the Maryland Credentialing Program and access to the Maryland Early Childhood Career and Professional Development Fund (MECCPDF)

Benchmark	Action Steps
<p>5. By July 2009, improve the school readiness skills of prekindergarteners by 12% above the 2005-06 baseline.</p>	<ul style="list-style-type: none"> • Maintain and increase the number of certified prekindergarten teachers. • Expand collaboration between prekindergarten and non-public programs in accordance to the BTE Non-Regulatory Guide to Use Community Resources to Provide Services and COMAR 13A.06.02. • Align the prekindergarten curricula and instructional materials with the MMSR/VSC. • Work collaboratively with the Division of Special Education/ Early Intervention Services (DSE/EIS) to address the needs of children with disabilities. • Provide technical assistance to local school systems in the development of the annual updates to the LSS Master Plans. • By July 2008, increase by 50% the number of accredited prekindergarten/kindergarten programs above the 2005 baseline. • By July 2009, increase by 100% the number of accredited prekindergarten/kindergarten programs above the 2005 baseline.
Benchmark	Action Steps
<p>6. By July 2009, expand by 50% the number of Title I schools which provide comprehensive Judy Center services over the 2005-06 baseline.</p>	<ul style="list-style-type: none"> • Disseminate evaluation results of Judy Centers to public school administrators and local boards of education. • Coordinate increased public awareness of Judy Center activities and results to the public and local stakeholder groups. • Coordinate existing funding resources to create satellite sites with the existing partners at additional Title 1 schools (e.g., Title I, adult education, family support centers, school-based health services, child care, homevisiting, etc.) • By July 2007, expand by 15% the number of Title I schools with Judy Center services above the 2005-06 baseline. • By July 2008, expand by 30% the number of Title I schools with Judy Center services above the 2005-06 baseline.

Benchmark	Action Steps
<p>7. By December 2008, in collaboration with the Division of Special Education/Early Intervention Services (DSE/EIS), implement a process for helping ALL providers and families access resources on inclusive care for all children.</p>	<ul style="list-style-type: none"> • By September 2006, modify the existing orientation for current and potential child care providers to include an overview of the ADA and Section 504. • By July 2007, expand existing partnerships to develop a comprehensive data collection component that evaluates the availability of inclusive child care for children with disabilities and special health care needs, including medical interventions. • By July 2007, strengthen assessment of compliance with regulations as they apply to the regulatory policies pertaining to ADA and Section 504 in child and school age care.. • By July 2007, modify and enhance the “All About My Child” form to identify possible needs and accommodations. • By July 2008, establish MOU’s between local school systems’ special education units and child care provider associations (and other local agencies) regarding identification and intervention, and support services for children with disabilities in need of inclusive child care.
Benchmark	Action Steps
<p>8. By July 2008, provide a list of state endorsed curricular resources for use by all state or federally-funded programs for children aged birth through five.</p>	<ul style="list-style-type: none"> • By July 2007, provide a list of state endorsed instructional resources for comprehensive curricula for 3, 4, and 5 year-old children. • By January 2008, provide a list of state endorsed instructional resources for domain-specific curricula for 3, 4, and 5 year-old children. • By July 2008, provide a list of state endorsed instructional resources for infants and toddlers birth to age 3.
Benchmark	Action Steps
<p>9. By July 2007, consolidate licensure for child care and nursery programs.</p>	<ul style="list-style-type: none"> • By January 2007, revise and adopt COMAR 13A.09.09 and 13A.14.02 with the effective date of July 1, 2007 • By July 2007, provide orientation and training to licensing staff to issue certificates of approval and monitor licensed and approved programs. • By July 2007, revise the child care center license to recognize program accreditation and approved educational programs. • By July 2007, recognize Montessori program standards from AMI/USA and AMS separately as national accrediting organizations within the Early Childhood Accreditation Project.
Benchmark	Action Steps
<p>10. By July 2007, develop and implement new playground and pool safety requirements for child care providers.</p>	<ul style="list-style-type: none"> • By January 2007, convene a workgroup to identify needs and develop requirements for playgrounds and pools meeting national standards. <ul style="list-style-type: none"> ◦ Establish needs assessment and identify national funding models • Develop non-regulatory guidelines for playgrounds according to national standards.

Benchmark	Action Steps
11. By January 2007, improve participation in the area of nutrition for child care providers.	<ul style="list-style-type: none"> • Encourage family child care providers to strengthen nutrition programs in alignment with CACFP meal pattern requirements, meet the U.S. dietary guidelines, and implement wellness policies. • Recruit additional CACFP institutions and providers. • Implement the nutrition education training program with child care providers • Continue collaboration to assess nutrition needs of young children in child care with MSDE's School and Community Nutrition Programs Branch
Benchmark	Action Steps
12. By July 2008, increase the number of regulated programs providing emergency, sick and non-traditional hour child care.	<ul style="list-style-type: none"> • Target areas of need as identified in the needs assessment report developed by the Maryland Committee for Children. • By July 2007, coordinate with regional child care resource centers to develop and carry out recruitment activities to ensure the availability of specialized child care services. • Develop and provide incentives for providers to offer child care to underserved populations.
Benchmark	Action Steps
13. By July 2008, strengthen the quality of school age care as measured by the School Age Care Environmental Rating Scale.	<ul style="list-style-type: none"> • Recognize and promote the National After-School Association (NAA) accreditation for school age child care programs as part of the Early Childhood Accreditation Project. • Coordinate leadership development among school age care programs with the Maryland School Age Child Care Alliance. • By July 2007, establish baseline on the quality of school age care programs using the SACERS. • Examine funding streams which support the inclusion of children with disabilities and special health care needs. • By July 2008, coordinate school age child care programs with the Division of Special Education/ Early Intervention Services (DSE/EIS), Supplemental Education Programs (SES), Youth Development, 21st Century and other school-based extra curricula enrichment programs. • By July 2008, establish a system of technical assistance to school age programs to provide homework support, including access to MSDE's 24-hour homework hotline.

Benchmark	Action Steps
<p>14. By July 2007, improve quality of care for children in informal child care.</p>	<ul style="list-style-type: none"> • By October 2006, determine current capacity • By October 2006, assess current unmet needs for informal child care and formulate a plan to meet the needs. • By July 2007, develop a mandatory Parent/Provider Orientation for informal providers receiving child care subsidy reimbursements • By July 2007, develop training modules for informal providers to be completed within 6 months time frame of accepting vouchers. <ul style="list-style-type: none"> ○ Training to be completed in the following areas, at least 3 clock hours each: <ol style="list-style-type: none"> 1. Health and Safety and Nutrition 2. Child Development and School Readiness • By July 2007, develop Health and Safety Requirements booklet for informal providers to be completed, including a Health and Safety Tool/Checklist for parents who choose informal child care, informational packets on developmental milestones, early learning strategies and a list of state endorsed curricular resources.

Benchmark	Action Steps
<p>15. By July 2008, identify ways to improve consistency in interpretation and enforcement of regulations.</p>	<ul style="list-style-type: none"> • By October 2006, issue the DECD Child Care Center Licensing Manual. • By January 2007, issue the DECD Family Day Care Registration Manual. • By January 2007, develop a mechanism for exchange of information (i.e., updates and regulation interpretations) among licensing staff on a consistent basis. <ul style="list-style-type: none"> ○ Develop administrative procedures for central office guidance to regional offices regarding the interpretation and enforcement of child and school age care policies and regulations. • By July 2007, conduct annual provider and parent satisfaction surveys, including information of services provided to children with disabilities and special health care needs. • By July 2007, strengthen program support and technical assistance for child care providers regarding their regulatory compliance and quality improvement through the regional Child Care Resource and Referral Centers • By July 2007, introduce electronically scannable inspection reports and perform consistent analyses of compliance data to determine problem areas and strength regarding the regulatory compliance and the quality of service delivery among child care providers.
Benchmark	Action Steps
<p>16. By July 2007, develop a Compliance History Summary to be posted by all child care center and family child care providers.</p>	<ul style="list-style-type: none"> • By July 2007, develop a Compliance History Summary of no more than one page in length to be posted by each provider next to the License/Registration in each child care facility. The Summary would include compliance history and length of time provider has been licensed/registered.

Pillar 2 – Career and Professional Development

Objectives¹:

By July, 2007, 20% of all child care providers are participating in the Maryland Child Care Credential Program.

By July 2007, develop a baseline to track the number of individuals holding or working on college degrees.

Each year, increase by 5 % the percentage of non-degreed lead child care center staff (senior staff, group leaders) enrolled in a college course of study for an associate or higher degree program in early childhood/elementary education.

By July 2008, increase by 10% the number of child care providers participating in a college course of study for an associate or higher degree program in early childhood/elementary education.

By July 2008, 30% of all child care providers are participating in the Maryland Child Care Credential program at Level Three or higher.

Benchmarks	Action Steps
1. By July 2008, increase the number of child care providers having a high school diploma.	<ul style="list-style-type: none"> • By July 2007, develop a baseline to track the number of child care providers lacking a high school diploma. • Establish a referral process for child care providers lacking high school diploma to MSDE's Literacy Works network within the Division of Career Technology and Adult Learning (CTAL) for preparation and assistance in obtaining an adult high school diploma. By July 2007, develop pre-service training modules.
Benchmarks	Action Steps
2. By July 2007, revise and implement pre-service training requirements in alignment with national standards in preparing early childhood professionals.	<ul style="list-style-type: none"> • By July 2007 develop Family Child Care Pre-Service Training Modules to include 24 clock hours of Core of Knowledge training. (See Attachment 1) • By July 2007 develop a syllabi and outcome measures for child care center pre-service training. • By July 2007 revise pre-service training requirements. (See Attachment 1)
Benchmarks	Action Steps
3. By July 2007, revise and implement continued training requirements in alignment with national standards in preparing early childhood professionals.	<ul style="list-style-type: none"> • By July 2007, develop continued training modules. (See Attachment 2)

¹ Objectives, benchmarks, and action steps were ordered by time of implementation

Benchmark	Action Steps
4. By July 2008, develop and implement a statewide program to offer technical assistance, modeling, and mentoring available to providers.	For ALL PROVIDERS: <ul style="list-style-type: none"> • Study models of mentor programs, (e.g., national models, Head Start, local school systems) • Develop technical assistance and mentoring models which address the needs of children with disabilities and special health care needs and which address the needs of English language learners and children of parents with limited education or literacy skills. • Develop a mandatory mentor training of 12 hours for those prospective mentors and integrate it with existing qualified mentor programs. • Develop a system to assign and track technical assistance, modeling, mentors/mentees. • Explore incentives (funding, reward, etc.) for mentor recruitment and encouraging providers to use mentors.
Benchmark	Action Steps
5. By January 2007, implement a revised Training Approval process.	<ul style="list-style-type: none"> • Revise OCC training approval requirements to require with each training proposal how the training will incorporate information on inclusive practices, supervision, positive guidance and diversity issues. • Develop a system of quality control monitors for approved trainers. • Develop definition of and criteria for successful completion of training. • Develop standard outcomes for pre-service and first year of family child care registration training that are aligned with State and national standards. • Develop training session for trainers on the pre-service standard outcomes. • Develop Training of Trainers sessions for licensing personnel to provide pre-service family child care training. • Develop a system of professional development for trainers, and levels, depending upon education and experience. • By January 2007, require the attainment of a degree in early childhood education or related field as part of trainer approval.
Benchmarks	Action Steps
6. By July 2008, develop and implement a comprehensive professional development track for licensing specialists.	<ul style="list-style-type: none"> • Develop and establish a professional development track for licensing specialists that parallels the requirements for child care providers: <ol style="list-style-type: none"> 1. Increase the skill/knowledge base of licensing staff, addressing consistency, continuity, and reliability in disseminating information to applicants, providers and parents. 2. Include strategies and instructional practices paralleling provider training (pre-service, in-service observations). 3. Within 2 years of hire, a licensing specialist will complete training encompassing a common knowledge base. <p>(See Pillar 1, Benchmark 15)</p>

Benchmark	Action Steps	
7. By July 2007, revise the requirements and terms used for child care center staff positions.	<ul style="list-style-type: none">By July 2007, revise the titles for child care positions, for example:	
	Child Care Center	
	Current Term	New Term
	<ul style="list-style-type: none">AideAssistant Group LeaderSenior Staff	<ul style="list-style-type: none">Child Care AideChild Care AssistantChild Care Preschool TeacherChild Care Preschool Teacher – Lead I (Credential Level Four or Five)Child Care Preschool Teacher – Lead II (Credential Level Six)
	<ul style="list-style-type: none">Group Leader	<ul style="list-style-type: none">Child Care School-age TeacherChild Care School-age Teacher – Lead I (Credential Level Four or Five)Child Care School-age Teacher – Lead II (Credential Level Six)
	<ul style="list-style-type: none">No current term or position	<ul style="list-style-type: none">Assistant Director
	<ul style="list-style-type: none">Director	<ul style="list-style-type: none">Director I (minimum requirements)Director II (BA and at least 4 years of experience, additional training, including mentor training)
	Family Child Care	
	Current Term	New Term
	<ul style="list-style-type: none">Family Child Care Provider	<ul style="list-style-type: none">Family Child Care Educator I (Credential Level One, Two or Three)Family Child Care Educator II (Credential Level Four)Family Child Care Educator III (Credential Level Four Plus, Five or Six)
Benchmark	Action Steps	
8. By July 2009, the number of certified early childhood education teachers in Maryland will meet the demand for certified teachers in public and non-public school settings*.	<ul style="list-style-type: none">By July 2007, MSDE will investigate the need to establish recruitment and retention strategies for pre-service candidates in teacher education to increase the number of candidates to complete certification requirements for Early Childhood Education.Collaborate with the Division of Special Education/Early Intervention services (DSE/EIS) and the Division of Certification and Accreditation (C&A) to support the development of a dual, integrated early childhood pre-service program which prepares early childhood teachers to support the needs of young children with or without disabilities in a variety of settings.By July 2007, establish the Maryland Early Childhood Education Career and Professional Development Fund to provide scholarships and tuition reimbursements to eligible pre-service candidates and current early care work force participants.By July 2008, expand the scope of the Maryland Early Childhood Education Career and Professional Development Fund to scholarships and tuition reimbursements for eligible teacher candidates in four-year colleges.	
*(Refers to certified pre-K teachers when in collaboration with local school systems.)		

Benchmark	Action Steps
9. By July 2008, develop an administrator's credential for directors of child care programs.	<ul style="list-style-type: none"> • By July 2007, develop the requirements for a child care administrator's credential. (See Attachment 3) • By July 2008, implement regulation changes for a child care administrator's credential.
Benchmark	Action Steps
10. By July 2007, revise the requirements for the Maryland Child Care Credential Program to include pathways and options for meeting Levels Four Plus, Five and Six. (see Attachment 4)	<ul style="list-style-type: none"> • By July 2007, implement regulation changes for achieving Credential Levels 4+, 5 and 6. • Implement career path with three options to meet the credentialing requirements for Levels Four Plus, Five, and Six.

Pillar Three - Public Relations and Community Outreach

Objectives:

By July 2008, provide comprehensive information on how to identify and select quality early care and education as well as school age care which will be available to parents, policymakers and the general public.

By July 2009, expand model programs of quality early childhood education and the role of high quality care in promoting school readiness.

By July 2008, expand the support to parents in preparing their children for school success.

By July 2009, expand state and local funding support for early care and education programs.

Benchmark	Action Steps
1. By December 2008, coordinate existing family and children's services to inform and educate parents in supporting the development and early education of their children, including children with disabilities and English language learners.	<ul style="list-style-type: none"> • Coordinate with the Division of Special Education/Early Intervention Services (DSER/EIS) to ensure integration of local Infants and Toddlers Programs and local special education programs with programs serving low-income families (e.g., Head Start, Judy Centers, Family Support Centers.) • By July 2008, identify, coordinate, and increase school readiness awareness offered by early childhood organizations and agencies (Maryland Committee for Children, Ready at Five, Family Support Centers, Infants/Toddlers Programs, Maryland Developmental Disabilities Council, etc.) • By December 2008, identify gaps and needs to develop resources for parents as well as early and school age caregivers in preparing and supporting children for their school experience (i.e., transition policies and practices).
Benchmark	Action Steps
2. By July 2009, establish joint registration and intensive outreach activities among early care and education, community organizations, and public schools regarding school readiness strategies for parents prior to enrollment in public school.	<ul style="list-style-type: none"> • By July 2007, conduct a series of school readiness fairs for parents at elementary schools and ECE settings as part of the registration process. • By July 2007, create a centralized clearinghouse of school readiness materials through collaboration of all ECE programs in each jurisdiction. • By January 2008, develop at least 10 additional sets of school readiness materials for parents and providers.

Benchmark	Action Steps
<p>3. By July 2009, expand programs that provide information to policymakers and the general public about the need for expansion of quality early childhood education, including the role of high quality care in promoting school readiness; and how to identify quality early care and education.</p>	<ul style="list-style-type: none"> • Update regularly the Early Care portal on MSDE's website (child care.marylandpublicschools.org). • Disseminate regularly MSDE early childhood materials to libraries, schools, correctional facilities, community colleges, and other public facilities. • Continue to implement the internal DECD Marketing Plan to promote access to quality early care and education. • Provide ongoing press coverage about achievements related to the strategic plan • By July 2007, request funding for a second phase for FY09 of Countdown to Kindergarten (CTK), the State's public engagement campaign on early childhood. • By July 2007, collaborate with existing early care and education public engagement activities and resources to build on local initiatives to avoid duplication (Resource Mapping). • By December 2007, develop a final report, including recommendations, by the Governor's Task Force on Universal Preschool in accordance with the charge given by HB1466.
Benchmark	Action Steps
<p>4. By July 2009, establish MOU's between local school systems and local child care provider associations regarding the joint planning, articulation agreements, family involvement, and joint professional development</p>	<ul style="list-style-type: none"> • Continue providing financial incentives for local school systems to establish partnerships with child care programs. • Support the continued expansion of the Leadership to Action program to local jurisdictions.
Benchmark	Action Steps
<p>5. By July 2009, establish a variety of public-private ventures to maximize early care and education resources at the work place</p>	<ul style="list-style-type: none"> • By January 2007, distribute early care and education website access information through paychecks for all state employees and employees of private companies. • By July 2007, establish an agreement with business partners to conduct regional Early Childhood Education Job Fairs. • Continue to disseminate information of the Earned Income Tax Credit. • By July 2008, explore the feasibility to establish accredited child care programs at state agency buildings.

Benchmark	Action Steps
<p>6. By July 2009, develop projects to improve public awareness among special populations and various cultural/ethnic groups on early education and school readiness as well as school age care.</p>	<ul style="list-style-type: none"> • By January 2007, identify existing education committees among statewide ethnic groups, literacy councils, and associations and disseminate information on early childhood education and school readiness as well as school age care in the respective languages. • By July 2007, develop a plan to expand the outreach to English language learners, children of parents with limited education or literacy skills, and parents of children with disabilities and special health care needs in non-regulated child care settings. • By July 2008, implement a plan to provide parenting, adult education, and early education resources to families of English language learners and others with limited education or literacy skills and children with disabilities and special health care needs by branding special projects. • By January 2007, establish a joint project between DECD and Division of Library Services to promote early literacy to English language learners others with limited education or literacy skill to obtain library cards and regularly use age appropriate reading materials. • By January 2007, establish joint project between DECD and CTAL to broaden access to adult ESL and adult basic/secondary education at non-profit, community-based child care programs. • Continue to collaborate with MSDE Take 15 Initiative and M-PAC to stress the importance of early childhood education. • Continue to collaborate with the Division of Special Education/ Early Intervention Services (DSE/EIS) on improving awareness of accessing early and school age care for children with disabilities and special health care needs.
Benchmark	Action Steps
<p>7. By July 2009, increase the percentage of CCDF spent in Maryland on quality initiatives by at least two percent above the 2006 baseline.</p>	<ul style="list-style-type: none"> • By July 2007, develop a plan to fund specific quality initiatives in support of the strategic plan. • By January 2008, establish legislation to codify the increase to 6 percent

Benchmark	Action Steps
<p>8. By July 2009, complete the implementation of the <u>Purchase of Care (POC) Voucher Program Reform Model for Improving Child Care Subsidy in Maryland</u> and initiate the recommendation by the Task Force of Universal Preschool</p>	<ul style="list-style-type: none"> • By July 2007, develop a Child Care Subsidy Program improvement plan in alignment with the Purchase of Care (POC) Voucher Program Reform Model for Improving Child Care Subsidy in Maryland. • By April 2007, implement a rate increase for reimbursing child care providers. • By January 2008, introduce legislation regarding the Child Care Subsidy Program improvement plan. • By July 2008, initiate the implementation of the improvement plan in accordance with the legislation. • By July 2008, initiate the recommendations by the Task Force on Universal Preschool. • Increase enrollment of Head Start and child care programs in the POC program.
Benchmark	Action Steps
<p>9. By July 2009, establish pilot sites of an Early Care and Education and School-age Care Business Model for non-profit and for profit child care providers.</p>	<ul style="list-style-type: none"> • By January 2008, conduct an in-depth assessment of the current business practices at child care programs • By July 2008, establish a MSDE Work Group to develop an Early Care and Education and School-age Care Business Model responsive to child care, parenting, and early intervention needs for children with disabilities and special health care needs. • By July 2009, establish at least 10 pilot sites of for-profit or non-profit child care center and family child care programs which are implementing the Early Care and Education and School-age Care Business Model
Benchmark	Action Steps
<p>10. By July 2009, expand parent-to-parent support activities in all ECE and school age programs.</p>	<ul style="list-style-type: none"> • Train ECE and school age child care providers on how to establish parent support networks. • Host annual conference on Parent-to-Parent Support in collaboration with other Divisions within MSDE

ATTACHMENT 1 – Pre-Service Training Requirement Proposals

Family: 24 clock hours of Core of Knowledge training (6 Modules of 3 clock hours each)					
<u>Module 1</u> <u>Child Development</u> <ul style="list-style-type: none">Stages of child growth and developmentOverview of leading child theoristsLearning differences	<u>Module 2</u> <u>Curriculum</u> <ul style="list-style-type: none">Creating a developmentally appropriate Family Child Care curriculumEnvironmentsSetting up a family child care (FCC) home	<u>Module 3</u> <u>Health, Safety & Nutrition</u> <ul style="list-style-type: none">Emergency preparednessMenu planningHealth and Safety concerns	<u>Module 4</u> <u>Special Needs</u> <ul style="list-style-type: none">Inclusive child care settingsADA requirementsHealth, behavioral, and developmental issues and concerns	<u>Module 5</u> <u>Professionalism</u> <ul style="list-style-type: none">SupervisionAbuse & NeglectAppropriate GuidanceRecord KeepingMarketingContractsPolicies and proceduresHandbooks	<u>Module 6</u> <u>Community</u> <ul style="list-style-type: none">Developing relationships with children, families, and community
Center:					
Position:	Training requirements				
Aide	Be enrolled in a recognized high school child development or career-tech child development program. OR Complete a 3-clock hour orientation training.				
Child Care Assistant	Same as in current regulation Plus 9 clock hours of literacy focused training ¹				
Child Care Teacher 1 – Infant Toddler (Senior Staff – Infant Toddler Option)	45 clock hours of Infant/Toddler Training	90 clock hours Child Development and Curriculum Planning		9 clock hours of literacy focused training ¹	
Child Care Teacher 1 – Preschool (Senior Staff)		90 clock hours Child Development and Curriculum Planning		9 clock hours of literacy focused training ¹	
Child Care Teacher 1 – School-age (Group Leader)	45 clock Hours Child Development (birth through school age)	45 clock hours Curriculum for School Age Care		9 clock hours of literacy focused training ¹	
Child Care Center Director					
<ul style="list-style-type: none">• Infant/Toddler	45 clock hours of Infant/Toddler Training	90 clock hours Child Development and Curriculum Planning	40-45 clock hours administrative training ²	9 clock hours of literacy focused training ¹	OCC conducted 3 clock hour regulation training session
<ul style="list-style-type: none">• Preschool		90 clock hours Child Development and Curriculum Planning	40-45 clock hours administrative training ²	9 clock hours of literacy focused training ¹	OCC conducted 3 clock hour regulation training session
<ul style="list-style-type: none">• School-age	45 clock hours Child Development (birth through school-age)	45 clock hours Curriculum for School Age	40-45 clock hours administrative training ²	9 clock hours of literacy focused training ¹	OCC conducted 3 clock hour regulation training session

¹Literacy focused training includes reading, writing, speaking and communication skill development.

²Administrative training to include management of: 1) staff, 2) classroom, 3) budget, and 4) resources.

ATTACHMENT 2 – Continued Training Requirement Proposals

Family:		
1st Year of registration	18 clock hours to be divided into two categories: <ul style="list-style-type: none"> • 12 specified core of knowledge clock hours required in the following areas: (3 clock hours each) <ul style="list-style-type: none"> ○ Child Development ○ Working with Mixed Age Groups ○ Health, Safety, Nutrition ○ Emergency Preparedness 	<ul style="list-style-type: none"> • 6 clock hours: <ul style="list-style-type: none"> ○ Elective subjects ○ Conference attendance, and ○ Other approved training
Each year thereafter	12 clock hours per year to be divided into two categories: <ul style="list-style-type: none"> • 6 core of knowledge clock hours required in the module training track, and 	<ul style="list-style-type: none"> • 6 clock hours of elective training
Center:		
Assistant	6 clock hours per year	
Child Care Teacher	12 clock hours per year <ul style="list-style-type: none"> • 6 core of knowledge clock hours required in the module training track, and 	<ul style="list-style-type: none"> • 6 clock hours of elective training
Child Care Center Director	12 clock hours per year <ul style="list-style-type: none"> • 6 core of knowledge clock hours required in the module training track, and 	<ul style="list-style-type: none"> • 6 clock hours of elective training

Proposed training tracks:

<u>Training Track I – Core of Knowledge</u>	<u>Training Track II - Administrative</u>	
<ul style="list-style-type: none"> - Child Development - Curriculum - Health, Safety & Nutrition - Special Needs - Professionalism - Community 	<ul style="list-style-type: none"> - Environments – shared/permanent - Curriculum planning - Budget - Staff management - Ethics - Communication - newsletters, conferences 	<ul style="list-style-type: none"> - Resources – training/internet, etc. - Business practices - Materials/equipment - Schedules - Reporting - Incident forms

For ALL PROVIDERS: (Family and Center)

- Anyone administering medication must complete an approved medication training.
- Develop guidelines to avoid repeat training within 5-year cycle.

ATTACHMENT 3 – Child Care Administrator’s Credential Proposal

Level	Education	Experience	PAU	Bonus
Child Care Administrators Credential I	<p>(1) Successful completion of 240 clock hours of core of knowledge training, consisting of:</p> <ul style="list-style-type: none"> • 45 clock hours in child development; • 45 clock hours in curriculum development; • 45 clock hours in health, safety, and nutrition; • 45 clock hours in special needs; • 45 clock hours in professionalism; and • 15 clock hours in community issues; 	Completion of 2 years of experience working directly with children in an approved setting	Completion of three professional activity units	\$600
Child Care Administrators Credential II	<p>(1) Successful completion of 240 clock hours of core of knowledge training consisting of:</p> <ul style="list-style-type: none"> • 45 clock hours in child development; • 45 clock hours in curriculum development; • 45 clock hours in health, safety, and nutrition; • 45 clock hours in special needs; • 45 clock hours in professionalism; and • 15 clock hours in community issues; <p>(2) Achievement of at least one of the following:</p> <ul style="list-style-type: none"> • Completion of the National Administrator's Credential; or • Successful completion of at least 30 semester hours of college coursework in an approved course of study; 	Completion of 2 years of experience working directly with children in an approved setting	Completion of four professional activity units	\$750
Child Care Administrators Credential III	<p>(1) An associate degree from an accredited college, that includes:</p> <p>(a) A minimum of 15 semester hours of course work related to business management, administration, and</p> <p>(b) Completion of at least one course in each of the following areas:</p> <ul style="list-style-type: none"> • Child development; • Curriculum development; and • Administration of Child Care Programs 	Completion of at least 4 years of experience working directly with children in an approved setting	Completion of four professional activity units	\$1,000
Child Care Administrators Credential IV	<p>(1) A bachelor's, master's, or doctoral degree from an accredited college or university in:</p> <ul style="list-style-type: none"> • Business Administration; • Public Administration and Management; • Public School Administration; or • A related discipline; <p>(2) Completion of at least one course in each of the following:</p> <ul style="list-style-type: none"> • Child development; • Curriculum development; and • Administration of Child Care Programs <p>(3) Completion of additional training in the area of mentoring, coaching, and modeling.</p>	Completion of at least 5 years of experience working directly with children in an approved setting	Completion of five professional activity units	\$1,500

ATTACHMENT 4 – Credential Level Proposal

Level	Option 1	Points	Option 2	Points	Option 3	Points
6	<ul style="list-style-type: none"> Bachelor's, Masters, Doctorate in ECE, Elem Ed, Spec Ed, Child Psych, related field 	75	<ul style="list-style-type: none"> Bachelor's, Masters, Doctorate (non-related field) 	50	<ul style="list-style-type: none"> Associate or higher degree with 15 semester hours of approved coursework 	30
	<ul style="list-style-type: none"> 2+ years of approved experience 	10	<ul style="list-style-type: none"> 2+ years of approved experience 	10	<ul style="list-style-type: none"> 5 points for each year of approved experience 	—
	<ul style="list-style-type: none"> Course work in: <ul style="list-style-type: none"> Child Development Curriculum Methods 	10	<ul style="list-style-type: none"> 30 semester hours of approved coursework that includes at a minimum: <ul style="list-style-type: none"> Child Development Curriculum Methods 	35	<ul style="list-style-type: none"> Enrollment in an approved college course of study toward a higher degree 5 points for each early childhood course 	20
	<ul style="list-style-type: none"> 5 professional activity units 	5	<ul style="list-style-type: none"> 5 professional activity units 	5	<ul style="list-style-type: none"> 5 professional activity units 	5
	TOTAL	100	TOTAL	100	TOTAL	100
5	Option 1	Points	Option 2	Points	Option 3	Points
	<ul style="list-style-type: none"> Associate with 15 semester hours of approved coursework 	75	<ul style="list-style-type: none"> 30 semester hours of approved coursework 	40	<ul style="list-style-type: none"> Completion of 135 clock hours of core of knowledge training 	30
	<ul style="list-style-type: none"> 2+ years of approved experience 	10	<ul style="list-style-type: none"> 2+ years of approved experience 	5	<ul style="list-style-type: none"> 5 points for each year of approved experience 	—
	<ul style="list-style-type: none"> Course work in <ul style="list-style-type: none"> Child Development Curriculum Methods 	10	<ul style="list-style-type: none"> Courses in: Child Development, Curriculum Planning, Health and Safety, Special Needs, School Age, Infant Toddler, Language and Literacy and Child Care Administration. 	45	<ul style="list-style-type: none"> Enrollment in an approved college course of study toward a degree 5 points for each early childhood course 	20
	<ul style="list-style-type: none"> 4 professional activity units 	5	<ul style="list-style-type: none"> 4 professional activity units 	5	<ul style="list-style-type: none"> 4 professional activity units 	5
	TOTAL	100	TOTAL	100	TOTAL	100
4+	Option 1	Points	Option 2	Points	Option 3	Points
	<ul style="list-style-type: none"> Completion of 135 clock hours of core of knowledge training 	40	<ul style="list-style-type: none"> Completion of 135 clock hours of core of knowledge training 	40	<ul style="list-style-type: none"> Completion of 135 clock hours of core of knowledge training 	30
	<ul style="list-style-type: none"> 2+ years of approved experience 	10	<ul style="list-style-type: none"> 5 points for each year of approved experience 	—	<ul style="list-style-type: none"> 5 points for each year of approved experience 	—
	<ul style="list-style-type: none"> Program Accreditation (family child care only) 	45	<ul style="list-style-type: none"> 5 points for each early childhood course completed for credit from a college or university (at least one course required) 	—	<ul style="list-style-type: none"> Enrollment in an approved college course of study toward a degree 5 points for each early childhood course 	20
	<ul style="list-style-type: none"> 4 professional activity units 	5	<ul style="list-style-type: none"> 4 professional activity units 	5	<ul style="list-style-type: none"> 4 professional activity units 	5
	TOTAL	100	TOTAL	100	TOTAL	100